

New York State District Report Card Comprehensive Information Report

BEDS Code: 42-19-02-04-0000
 Name: Tully Central School District
 Superintendent: Lawrence A. Dismore

Fall Enrollment

Grade	2001-02	2002-03	2003-04
Pre-K	0	0	0
Kindergarten	79	84	98
First	95	82	78
Second	97	94	87
Third	84	94	96
Fourth	96	86	97
Fifth	96	97	89
Sixth	105	99	100
Ungraded Elementary	0	0	0
Seventh	94	110	106
Eighth	109	97	106
Ninth	106	111	97
Tenth	99	96	101
Eleventh	115	95	98
Twelfth	88	114	90
Ungraded Secondary	0	0	0
Total K-12 Enrollment	1263	1259	1243

Student Racial/Ethnic Origin

Race/Ethnicity	2001-02		2002-03		2003-04	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
American Indian, Alaskan, Asian, or Pacific Islander	22	1.7%	21	1.7%	19	1.5%
Black (Not Hispanic)	9	0.7%	11	0.9%	15	1.2%
Hispanic	6	0.5%	10	0.8%	11	0.9%
White (Not Hispanic)	1226	97.1%	1217	96.7%	1198	96.4%

Average Class Size

Grade Level	2001-02	2002-03	2003-04
Kindergarten	16	21	18
Common Branch	20	20	20
English Grade 8	21	19	21
Mathematics Grade 8	22	20	21
Science Grade 8	22	20	21
Social Studies Grade 8	22	20	21
English Grade 10	20	19	20
Mathematics Grade 10	19	16	18
Science Grade 10	0	25	0
Social Studies Grade 10	19	19	21

(Form - A)

District Need to Resource Capacity Category

N/RC Category	Description
5	This is a school district with average student needs in relation to district resource capacity.

Similar School Group and Description

Similar School Group	Description
NA	NA

All schools within the same N/RC category are divided into three similar school groups defined by the percentage of students in the school who are eligible for the free-lunch program and/or who are limited English proficient (also known as English language learners).

Student Demographics Used To Determine Similar Schools Group

	2001-02		2002-03		2003-04	
	Count	Percent	Count	Percent	Count	Percent
Limited English Proficient	0	0.0%	6	0.5%	4	0.3%
Eligible for Free Lunch	96	7.6%	106	8.4%	120	9.7%

Attendance and Suspension

	2000-01		2001-02		2002-03	
	No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
Annual Attendance Rate		96.0%		95.9%		95.4%
Student Suspensions	22	1.7%	55	4.4%	56	4.5%

**Student Socioeconomic and Stability Indicators
(Percent of Enrollment)**

	2001-02	2002-03	2003-04
Reduced Lunch	5.5%	4.7%	5.8%
Public Assistance	NA	NA	NA
Student Stability	NA	NA	NA

Staff Counts

Staff	2003-04
Total Teachers	98
Total Other Professional Staff	12
Total Paraprofessionals	20
Teaching Out of Certification*	5

*Teaching out of certification more than on an incidental basis.

(Form – B)

High School Graduates and Noncompleters

High School Graduates Earning Regents Diplomas*

	2001-02			2002-03			2003-04		
	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas	Total Grads	Regents Diplomas	% Regents Diplomas
General Education	81	61	75%	95	75	79%	79	60	76%
Students with Disabilities	3	0	0%	7	1	14%	9	3	33%
All Students	84	61	73%	102	76	75%	88	63	72%

*Only students awarded local diplomas (including local diplomas with Regents endorsements) are counted as high school graduates. Because of a change in data collection procedures for the 2001-02 school year, diploma counts for that year do not include counts from August 2001. Data for the 2002-03 school year include August 2002 and January and June 2003 graduates; data for the 2003-04 school year include August 2003 and January and June 2004 graduates.

Distribution of 2003-04 Graduates (All Students)

	To 4-year College	To 2-year College	To Other Post-Secondary	To the Military	To Employment	Other
Number	56	23	0	4	3	2
Percent	64%	26%	0%	5%	3%	2%

Number of High School Completers with Disabilities in 2003-04

Graduates* (a)	Regents Diplomas (b)	IEP Diplomas or Certificates (c)	All 2003-04 Completers (a+c)
9	3	1	10

*Local Diplomas (including local diplomas with Regents endorsements)

High School Noncompletion Rates

		2001-02		2002-03		2003-04	
		No. of Students	% of Enroll.	No. of Students	% of Enroll.	No. of Students	% of Enroll.
General-Education Students	Dropped Out	5		6		4	1.1%
	Entered GED Program*	2		3		4	1.1%
	Total Noncompleters	7		9		8	2.3%
Students with Disabilities	Dropped Out	3		1		2	4.3%
	Entered GED Program*	0		0		1	2.1%
	Total Noncompleters	3		1		3	6.4%
All Students	Dropped Out	8	2.0%	7	1.7%	6	1.5%
	Entered GED Program*	2	0.5%	3	0.7%	5	1.3%
	Total Noncompleters	10	2.5%	10	2.4%	11	2.8%

*The number and percentage of students who left a program leading to a high school diploma and entered a program leading to a high school equivalency diploma.

(Form - C)

Career Development and Occupational Studies (CDOS)

Percentage of Students Documenting Self- and Career-Awareness Information and Career Exploration Activities, K-3

Grades	2001-02	2002-03	2003-04
K-1	0%	0%	0%
2-3	0%	0%	0%

Students Developing a Career Plan, 4-12

Grades		2001-02	2002-03	2003-04
4-5	Number of General-Education Students	0	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	0	0	0
	Percent of Enrollment	0%	0%	0%
6-8	Number of General-Education Students	110	0	0
	Number of Students with Disabilities	0	0	0
	Number of All Students	110	0	0
	Percent of Enrollment	36%	0%	0%
9-12	Number of General-Education Students	408	105	93
	Number of Students with Disabilities	0	11	6
	Number of All Students	408	116	99
	Percent of Enrollment	100%	28%	26%

Career and Technical Education (CTE) Programs

CTE Program	This District		Statewide Average
	Count	Percentage	
All CTE Programs			
Completed the CTE Program			
Completed and Passed Regents Exams			
Completed and had Course Average of 75% or More			
Completed and Attained a HS Diploma or Equivalent			
Completed and Whose Status is Known			
Completed and Were Successfully Placed			
Nontraditional Programs			
Underrepresented Gender Members Enrolled			
Underrepresented Gender Members Who Completed			

Enrollment data are for the 2003-2004 school year; completer data are as of June 2003.

Note: Blank cells indicate that either the district did not have a CTE program or did not report data.

This data is reported only at the district level.

(Form - D)

Second Language Proficiency Examinations

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	24	100%	22	100%
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	59	95%	71	99%	70	87%

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
French	0	0%	2	#	2	#
German	0	0%	0	0%	0	0%
Italian	0	0%	0	0%	0	0%
Latin	0	0%	0	0%	0	0%
Spanish	1	#	2	#	2	#

Regents Competency Tests

General-Education Students

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	2	#	0	0%	0	0%
Science	0	0%	0	0%	0	0%
Reading	0	0%	0	0%	0	0%
Writing	0	0%	0	0%	0	0%
Global Studies	2	#	1	#	2	#
U.S. Hist & Gov't	0	0%	2	#	1	#

Students with Disabilities

Test	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
Mathematics	4	#	6	100%	0	0%
Science	0	0%	1	#	1	#
Reading	1	#	1	#	5	80%
Writing	1	#	0	0%	5	100%
Global Studies	2	#	1	#	1	#
U.S. Hist & Gov't	0	0%	3	#	3	#

(Form – E)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive English						
Number Tested	108	98	107	6	13	10
Number Scoring 55-100	104	89	101	4	10	8
Number Scoring 65-100	91	78	94	1	6	7
Number Scoring 85-100	48	43	42	0	0	0
Percentage of Tested Scoring 55-100	96%	91%	94%	67%	77%	80%
Percentage of Tested Scoring 65-100	84%	80%	88%	17%	46%	70%
Percentage of Tested Scoring 85-100	44%	44%	39%	0%	0%	0%
Mathematics A						
Number Tested	96	95	104	9	9	11
Number Scoring 55-100	79	84	103	4	5	10
Number Scoring 65-100	61	74	97	4	4	9
Number Scoring 85-100	25	9	37	1	0	0
Percentage of Tested Scoring 55-100	82%	88%	99%	44%	56%	91%
Percentage of Tested Scoring 65-100	64%	78%	93%	44%	44%	82%
Percentage of Tested Scoring 85-100	26%	9%	36%	11%	0%	0%
Mathematics B						
Number Tested	91	5	6	1	0	0
Number Scoring 55-100	88	3	4	#	0	0
Number Scoring 65-100	79	2	2	#	0	0
Number Scoring 85-100	10	0	0	#	0	0
Percentage of Tested Scoring 55-100	97%	60%	67%	#	0%	0%
Percentage of Tested Scoring 65-100	87%	40%	33%	#	0%	0%
Percentage of Tested Scoring 85-100	11%	0%	0%	#	0%	0%
Global History and Geography						
Number Tested	95	101	116	9	11	13
Number Scoring 55-100	88	93	109	5	7	11
Number Scoring 65-100	85	82	98	4	6	9
Number Scoring 85-100	35	43	51	0	1	2
Percentage of Tested Scoring 55-100	93%	92%	94%	56%	64%	85%
Percentage of Tested Scoring 65-100	89%	81%	84%	44%	55%	69%
Percentage of Tested Scoring 85-100	37%	43%	44%	0%	9%	15%
U.S. History and Government						
Number Tested	116	104	98	5	14	13
Number Scoring 55-100	110	96	94	5	10	10
Number Scoring 65-100	103	92	89	5	9	7
Number Scoring 85-100	45	55	59	0	1	1
Percentage of Tested Scoring 55-100	95%	92%	96%	100%	71%	77%
Percentage of Tested Scoring 65-100	89%	88%	91%	100%	64%	54%
Percentage of Tested Scoring 85-100	39%	53%	60%	0%	7%	8%

(Form – F)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Living Environment						
Number Tested	94	118	82	8	13	7
Number Scoring 55-100	93	115	82	8	11	7
Number Scoring 65-100	93	108	79	8	9	6
Number Scoring 85-100	52	35	37	2	1	0
Percentage of Tested Scoring 55-100	99%	97%	100%	100%	85%	100%
Percentage of Tested Scoring 65-100	99%	92%	96%	100%	69%	86%
Percentage of Tested Scoring 85-100	55%	30%	45%	25%	8%	0%
Physical Setting/Earth Science						
Number Tested	97	78	119	7	4	13
Number Scoring 55-100	95	77	113	7	#	13
Number Scoring 65-100	90	72	98	5	#	10
Number Scoring 85-100	54	48	46	1	#	0
Percentage of Tested Scoring 55-100	98%	99%	95%	100%	#	100%
Percentage of Tested Scoring 65-100	93%	92%	82%	71%	#	77%
Percentage of Tested Scoring 85-100	56%	62%	39%	14%	#	0%
Physical Setting/Chemistry						
Number Tested	89	76	64	1	5	4
Number Scoring 55-100	89	74	61	#	4	#
Number Scoring 65-100	81	63	52	#	3	#
Number Scoring 85-100	23	21	22	#	0	#
Percentage of Tested Scoring 55-100	100%	97%	95%	#	80%	#
Percentage of Tested Scoring 65-100	91%	83%	81%	#	60%	#
Percentage of Tested Scoring 85-100	26%	28%	34%	#	0%	#
Physical Setting/Physics						
Number Tested			12			1
Number Scoring 55-100			12			#
Number Scoring 65-100			12			#
Number Scoring 85-100			7			#
Percentage of Tested Scoring 55-100			100%			#
Percentage of Tested Scoring 65-100			100%			#
Percentage of Tested Scoring 85-100			58%			#

* Physical Setting/Physics results for 2001-02 and 2002-03 are not included in the report card because the Department issued new conversion charts for assessments administered in those years.

(Form - G)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Comprehensive French						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Italian						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive German						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Hebrew						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%
Comprehensive Spanish						
Number Tested	54	45	34	1	1	1
Number Scoring 55-100	53	45	34	#	#	#
Number Scoring 65-100	53	45	34	#	#	#
Number Scoring 85-100	39	32	21	#	#	#
Percentage of Tested Scoring 55-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 65-100	98%	100%	100%	#	#	#
Percentage of Tested Scoring 85-100	72%	71%	62%	#	#	#
Comprehensive Latin						
Number Tested	0	0	0	0	0	0
Number Scoring 55-100	0	0	0	0	0	0
Number Scoring 65-100	0	0	0	0	0	0
Number Scoring 85-100	0	0	0	0	0	0
Percentage of Tested Scoring 55-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 65-100	0%	0%	0%	0%	0%	0%
Percentage of Tested Scoring 85-100	0%	0%	0%	0%	0%	0%

(Form - H)

Regents Examinations

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Sequential Mathematics, Course III (last administered January 2004)						
Number Tested	104	2	0	1	0	0
Number Scoring 55-100	99	#	0	#	0	0
Number Scoring 65-100	89	#	0	#	0	0
Number Scoring 85-100	10	#	0	#	0	0
Percentage of Tested Scoring 55-100	95%	#	0%	#	0%	0%
Percentage of Tested Scoring 65-100	86%	#	0%	#	0%	0%
Percentage of Tested Scoring 85-100	10%	#	0%	#	0%	0%

Introduction to Occupations Examination

	2001-02		2002-03		2003-04	
	No. Tested	% Passing	No. Tested	% Passing	No. Tested	% Passing
General-Education Students	0	0%	0	0%	0	0%
Students with Disabilities	0	0%	0	0%	1	#

District reports contain data for all students with disabilities enrolled in the district for the 2001-02 school year.

Elementary-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
Nov 2003	General-Education Students	78	3%	6%	72%	19%
	Students with Disabilities	9	56%	0%	44%	0%
	All Students	87	8%	6%	69%	17%

Middle-Level Social Studies

		Number Tested	% at Level 1	% at Level 2	% at Level 3	% at Level 4
June 2004	General-Education Students	93	0%	27%	59%	14%
	Students with Disabilities	13	8%	31%	54%	8%
	All Students	106	1%	27%	58%	13%

(Form - I)

New York State Alternate Assessments (NYSAA) 2003–04

Test	Count of Students					
	Tested	Not Tested	Level 1	Level 2	Level 3	Level 4
Elementary Level						
Social Studies	0	0	0	0	0	0
Middle Level						
Social Studies	0	0	0	0	0	0
Secondary Level						
English Language Arts	0	0	0	0	0	0
Social Studies	0	0	0	0	0	0
Mathematics	0	0	0	0	0	0
Science	0	0	0	0	0	0

2000 Cohort Performance on Regents Examinations after Four Years

	General-Education Students			Students with Disabilities			All Students		
	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science	Global History & Geo.	U.S. History & Gov't	Science
Cohort Enrollment	81	81	81	10	10	10	91	91	91
Number Scoring 55–64	3	1	2	2	1	2	5	2	4
Number Scoring 65–84	42	27	23	5	4	4	47	31	27
Number Scoring 85–100	33	50	53	0	1	2	33	51	55
Approved Alternatives	0	0	0	0	0	0	0	0	0

(Form – J)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade K-1)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade K-1)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 2-4)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 2-4)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0
Listening and Speaking (Grade 5-6)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 5-6)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - K)

New York State English as a Second Language Achievement Tests (NYSESLAT)*

	All Students			Students with Disabilities		
	2001-02	2002-03	2003-04	2001-02	2002-03	2003-04
Listening and Speaking (Grade 7-8)						
Number Tested			1			0
Beginning (0-18)			#			0
Intermediate (19-31)			#			0
Advanced (32-36)			#			0
Proficient (37-39)			#			0
Reading and Writing (Grade 7-8)						
Number Tested			1			0
Beginning (0-14)			#			0
Intermediate (15-24)			#			0
Advanced (25-32)			#			0
Proficient (33-35)			#			0
Listening and Speaking (Grade 9-12)						
Number Tested			0			0
Beginning (0-18)			0			0
Intermediate (19-31)			0			0
Advanced (32-36)			0			0
Proficient (37-39)			0			0
Reading and Writing (Grade 9-12)						
Number Tested			0			0
Beginning (0-14)			0			0
Intermediate (15-24)			0			0
Advanced (25-32)			0			0
Proficient (33-35)			0			0

*The NYSESLAT was first administered in the 2002-03 school year, but complete data for all school districts were not available until 2003-04.

(Form - L)